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# **Queen Elizabeth's School**

## **ENRICHMENT POLICY**

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### **Introduction and aims**

The aim of Queen Elizabeth's School is to produce young men who are "confident, able and responsible", and who not only fulfil their academic potential but also develop into rounded individuals who enjoy life-long learning and make a positive contribution to society. Queen Elizabeth's aims to provide a first-class academic education with a broad curriculum, with additional activities to extend the learning experience within the classroom, and also a myriad of opportunities for involvement outside of the classroom. This enrichment of the core curriculum encourages boys to enjoy their education and the experience at School for its own sake, and provides them with a set of skills that will be valuable to them throughout their life.

Pupils are expected to pursue a range of different interests. At Queen Elizabeth's, pupils are well supported in this pursuit in terms of what is on offer and they are given guidance in their choices to ensure a balanced range of activities. There are opportunities to participate in musical ensembles, sports teams, debating, drama, science clubs and chess, to name a few examples, as well as a wide range of trips and visits both within the UK and abroad. Enrichment activities can also include volunteering, charity fundraising and work experience.

At Queen Elizabeth's, enrichment activities are considered to be Academic (designed to complement and deepen aspects of the taught syllabus) or Extra-Curricular (activities which sit outside of the curriculum). There is, however, significant overlap between these two categories, and many of the benefits that such activities bring to pupils are common to both.

### **1. The benefits of enrichment activities**

Academic and Extra-Curricular Enrichment activities allow pupils to develop new interests and skills in areas that the core curriculum alone may not cover. The benefits of enrichment include:

- Widening pupils' experiences;
- Promoting their general well-being by enhancing their experience at School;
- Rewarding pupils' effort and celebrating their success;
- Giving pupils progressive responsibility;
- Developing leadership skills;
- Coping with new challenges;
- Developing interests purely for their enjoyment rather than to gain certification or accreditation;
- Encouraging independence of thought;
- Focusing boys' attention on their own development and aspirations, both at School and beyond;
- Enhancing their CVs;
- Serving the wider community;
- Emphasising the importance of traditional and British values, and, working in partnership with parents, inculcating an attitude of tolerance, a sense of fairness and the possession of good manners;
- Developing boys' awareness that they can achieve genuine fulfilment by helping others, whether in School, the community or the wider world;

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- Developing soft skills such as working in a team, negotiating, developing time-management skills, meeting deadlines, public speaking and advertising events.

## 2. The delivery of Enrichment activities at Queen Elizabeth's School

The School's two academic Enrichment teams (respectively for Academic and for Extra-Curricular enrichment) are made up of a small number of teaching staff experienced in these areas. The teams play an important role in the co-ordination of all the extra activities on offer at the School. Nonetheless, all of the School's teaching and support staff have roles to play in the delivery of the wide programme of activities available. Form tutors have a key part to play through their primary pastoral role of monitoring the development of each pupil in their form. Through the tailored system of one-to-one bespoke sessions with each pupil, the Form Tutor aims to ensure that every boy is sufficiently involved in a number of extra-curricular interests. Pupils themselves also play a part in the delivery of the enrichment offering: the House system is run by the pupils, with each House having a House Captain, deputy House Captain and Charities Officer. Each form within every year group also has a House representative.

The list of activities available at Queen Elizabeth's School is long and the range is broad, and they are carefully chosen to ensure that there are opportunities suitable for boys of differing skills, abilities, temperaments and interests.

There is an annual Clubs and Societies Fair, where boys have the opportunity to learn about the range of activities on offer. Assemblies and especially eQE are also used extensively by staff, and by pupils through the House system, to publicise enrichment opportunities. Each House team has their own page on eQE. Extra-curricular opportunities such as trips and visits outside School, and workshops and professional performances in School, are made known to parents via the Parents' Portal of eQE.

## 3. Academic Enrichment

Academic enrichment seeks to extend and augment the knowledge and skills that pupils learn in the classroom as part of the curriculum. At Queen Elizabeth's, these activities include:

- i) Trips and visits: A broad range of trips and visits closely supports all areas of the academic curriculum. Excursions within London and the UK have included visits to the Bank of England, Hampton Court Palace, the British Library, Duxford Air Museum and Bletchley Park, with trips abroad including History-based trips to the battlefields of WWI, Economics-based trips to China and Prague, Science-based visits to Cité des Sciences et de l'Industrie in Paris. Geography field trips have travelled to Iceland, Switzerland and coastal and urban environments in the south-east of England.
- ii) Debating: Our pupils participate in a wide range of debating opportunities, including:
  - English Speaking Union Mace and Public Speaking Competitions;
  - Oxford Schools Competition;

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- Cambridge Schools Competition;
  - LSE Schools Debate;
  - International Competition for Young Debaters;
  - London Debate Challenge;
  - Institute of Ideas 'Debating Matters' Competition;
  - Old Elizabethan Union Annual Dinner Debate;
  - Mock trial competitions, run by the Citizenship Foundation and held in magistrates' courts.
- iii) Democratic participation activities: Boys can take part in
- Model United Nations;
  - European Youth Parliament;
  - Barnet Youth Assembly;
  - Mock elections.
- iv) Collaborations: Collaborations with other schools have included:
- Academic symposia and Oxbridge interview preparation with North London Collegiate School, a leading girls' independent school;
  - Extended Project Qualification preparation and debating opportunities with girls from the Henrietta Barnett School;
  - Presentation practice for Year 12 with St. Michael's Catholic Grammar School;
  - Symposium for Sixth Formers considering studying Languages at university at St. Albans High School for Girls.
- v) Competitions: Pupils compete up to the highest levels in a wide range of subjects, including:
- Chemistry Top of the Bench competition;
  - Geography WorldWise competition;
  - Senior and Junior, Team and individual Mathematics Challenges;
  - National Economics competitions;
  - Engineering Education Scheme and Constructing Excellence competitions;
  - National and International Olympiads in Mathematics, Physics, Chemistry, Biology and Astrophysics & Astronomy.
- vi) Workshops and performances: Recent visits to the School by experts in their field have included:
- Poetry workshops delivered by award-winning poets;
  - Chemistry spectroscopy and DNA sequencing workshops;
  - Shakespeare performances;
  - Foreign-language plays performed in French and German;
  - African drumming and cultural workshops.
- vii) Lectures and talks: High profile speakers are regularly invited into School.

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- The Queen Elizabeth School lecture series comprises six lectures a year, three aimed at the younger boys and three for the senior boys. Recent speakers have included Professor Lord Robert Winston, leading cardiologist Prof. Adam Timmiss and a representative from the Met Office;
- Talks arranged through the Politics Society have been given by politicians Theresa Villiers MP, Keith Vaz MP and Sir Vince Cable, and by journalists Evan Davis and Nick Robinson;
- Old Elizabethans have talked about what life was like at School in previous generations;
- Other speakers have included Holocaust survivors, an international water polo captain and the U.S. Ambassador to the United Kingdom.

viii) The Queen's Library: The Queen's Library is a modern and well equipped resource, offering a wide selection of books, magazines and online materials for academic support and enrichment. With plenty of desk space and computer terminals, the Library provides a place for quiet study and independent learning. Additionally, there is a plethora of enrichment opportunities run by the Library, including:

- Pupil Librarians and Reading Mentors;
- World Book Day and the QE Big Book Exchange;
- Lunchtime book review and writing clubs the Monday Book Club, Bookchat and INK;
- The Baker Street Society, for Sherlock Homes fans;
- The Excelsior Award Cub and Comic Club, for fans of comics and graphic novels;
- The Carnegie Club, involving a small group of the Library's top borrowers reviewing all the books on the shortlist for the Carnegie Medal;
- WeRead Award, an inter-school competition to write the best review of a book from a selected shortlist;
- Royal Society Science Book prize;
- International and inter-House Kids' Literature Quiz;
- Visits by well-known children's authors;
- On the Library's own section of eQE, in addition to the online catalogue and other user information, the Library's digital magazine, edited by Pupil Librarians.

ix) Extra-Curricular Language study: Pupils have the opportunity to take after-school classes in Spanish, Mandarin and Ancient Greek.

x) Language Exchange programmes: Cultural enrichment and improvement in language skills is facilitated by the programme of Language Exchanges the School runs in conjunction with schools in France and Germany. These comprise:

- French exchange trips for Year 8 (near Lyon) and Year 9 (near Rouen);
- Trips to activity centres in Normandy;
- German exchange trips to Bielefeld for Years 9 and 10;
- Work experience for Year 12s in France and in Aachen, Germany.

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xi) Enrichment Week: Enrichment Week runs in late June and involves Years 7 -10. In order to enhance their learning experience at School further, whole year groups come off timetable and attend a wide range of specially arranged sessions to enrich their learning and try new activities. The content of these sessions varies, but has previously included:

- Expert talks on life in Roman Britain and Roman warfare;
- World Music rhythm and drumming workshop;
- Creations of large murals in teams;
- Poetry workshop given by an award-winning poet;
- STEM workshop, where pupils work in groups and present their design ideas and business plan to a judging panel.

xii) A-Level Enrichment: Sixth Formers are expected to become independent learners with a wide interest in the world around them, and to this end they must choose an extra enrichment activity to supplement their primary A-Level studies. These extra courses include:

- Extended Project Qualification (EPQ) - This requires the student to conduct an in-depth research-based project on a subject of an individual's choosing, written up as a dissertation and additionally assessed via oral presentation;
- Community Sports Leader Award – An opportunity for those who have taken the Junior Sport Leader Award (JSLA) course in Years 10 and 11 to further develop their sports leadership skills;
- Critical Thinking AS - A course which teaches how to formulate and analyse an argument, and gives guidance on identifying sound reasoning;
- Further Maths AS – A course taken over two years for those students interested in the study of Mathematics beyond the A-Level curriculum, and especially those for whom there will be a significant mathematical content in the degree course they undertake;
- Institute of Financial Services Level 3 Award - For those who are interested in pursuing a career in finance, this is an accredited award which provides a wider sense of how the world of finance operates.

Middle School Programme: Similar opportunities for academic extension are available to those pupils in Years 9 – 11. For those boys who are selected to take part, this includes:

- Learning, Thinking and Reasoning Skills course (similar to Critical Thinking) for Year 9;
- Higher Project Question (similar to a shortened EPQ) for Year 10;
- Pupil-led topical seminars for Year 11.

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xiii) Careers Education: Careers Education at Queen Elizabeth's focuses on pupils developing their academic talents and personal characteristics, with the end goal of realising a fulfilling professional life. Throughout the Lower School, pupils are encouraged to reflect on their academic progress, set themselves targets for improvement and explore varied career options during sessions dedicated to pupil progression. The personalised approach is the cornerstone of Careers Education at Queen Elizabeth's. Self-evaluation and reflection are supported through various web-based activities which allow pupils to investigate independently their various career options and the required entry requirements.

The Careers Convention is an open evening for Year 11 pupils and their parents where they can meet a range of representatives from various professions to get an understanding of what each entails, including the nature of training and advice on entry requirements.

Work experience: In order for boys to gain some first-hand experience of the careers available to them, work experience is undertaken by boys in Year 11 in the field(s) of their choice.

Provision is also made for Sixth Formers to gain a better understanding of life at university through:

- The University Convention and luncheon, at which Year 12 pupils can talk to recent QE leavers who are now at university, and have been invited specially back to School;
- The Oxford and Cambridge Student Conference, for pupils who are interested in applying to these universities;
- Mock university interviews arranged with senior staff and outside professionals.

#### 4. Extra-Curricular Enrichment

A large range of activities outside of the curriculum are available to boys, including various clubs and societies, sports, music, House competitions and charity work.

i) Clubs, Societies and after-School activities:

These include:

- Lunchtime clubs and societies, including bridge, cryptography, astronomy, manga drawing, Elite Maths and the Politics Society, to name a few;
- Film Club;
- The Jewish Society and Christian Union;
- Chess;
- Fencing;
- Karate;
- Table tennis;

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- Public speaking;
- Drama productions and Drama Awards;
- Combined Cadet Force (CCF), comprising weekly sessions at School and bi-annual field exercises at locations around the UK;
- Duke of Edinburgh Award Scheme.

ii) Teams, groups and ensembles:

- Sports teams, including those for rugby, cricket, water polo and Eton fives;
- Musical ensembles, including the Symphony Orchestra, Concert Band, Senior Strings, Indian Musical Ensemble and Saxophone Ensemble;
- Choir, Chamber Choir and Barbershop Group.

iii) Trips and visits: A wide array of trips and visits is organised by the School. Each one supports and broadens a pupil's learning in some respect, whether the trips are deemed to be for 'academic' or 'extra-curricular' enrichment; the distinction is therefore something of an artificial one. Nonetheless, recent extra-curricular trips might be considered to include:

- Ski trips to Europe and the United States;
- Combined rugby and cricket team tours to Sri Lanka;
- Music tours within the UK and abroad;
- Trips to West End theatre productions, museums and galleries.

iv) The House system: Boys are organised into six Houses: Broughton, Harrison's, Leicester, Pearce, Stapylton and Underne. Each House has a House Captain, a deputy House Captain and, in each Form, a House representative.

The House system helps to foster a sense of allegiance and camaraderie amongst classmates, and through inter-House competitions, teamwork and a healthy sense of competitiveness. Competition is central to the House system, with competitive events run by the Departments and the results recorded centrally and displayed on the Houses' own notice boards. The School's keenly fought House competitions provide challenges in disciplines ranging from public speaking to cross-country and water polo. Boys compete in the School's annual Sports Day for their Houses, engaging in a full range of athletics activities such as running, long jump and javelin.

Boys can also earn House commendations for academic excellence, and, in the Lower School, House merits, the results of which are counted each week, converted into points and displayed on the House boards. Each year, a cup is awarded to the winning House which has gained overall, from all sources, the highest number of points.

Money is raised every year by the Houses through their charity fundraising efforts; the Houses pair up into three teams and compete to raise the highest amount for an annually chosen charity.

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House Assemblies – Each House holds its own assembly at the end of each term, for which House Captains are responsible. The assembly must include an update on that House's place in the House competition, a celebration of individual boys' successes, the House's recent charity involvements and a talk on a given theme.

House pages on eQE – Each House has its own presence on eQE. The House's homepage lists the current House team, with further pages detailing upcoming events, the House's history, charity work and boys' achievements.

- v) Positions of responsibility: As the boys move up through the School, they are able to take on increasing levels of responsibility, and for those Sixth Formers who have shown a high level of maturity and good conduct which sets a good example, the reward of being appointed as a School Official. The mission of the School, to produce young men who are 'confident, able and responsible', is fully supported by these opportunities to demonstrate and develop leadership qualities.

There is significant overlap between the House system, the boys' charity fundraising endeavours and the duties of the School Officials. The system of School Officials is structured as follows: the School Captain is supported by two Senior Vice-Captains, beneath which there are ten Vice-Captains, six House Captains and six Deputy House Captains. They are supported by a further 65 – 75 Prefects.

The appointment as School Captain is the highest honour and level of responsibility given to a pupil. The School Captain represents the entire student body, and speaks on behalf of it and the School at various events including Founder's Day, the Senior Awards Ceremony and the Dinner Debate. The Vice-Captains, working in pairs, have responsibility for working in the following areas of School activity:

- Charities and House Events;
- Learning and Enrichment (including the successful running and developing of clubs and societies);
- Form Involvement;
- Peer mentoring;
- Student Voice (including attendance at Pupil Conferences).

The Vice-Captains' role is to discuss initiatives with the member of staff directing their involvement, plan them accordingly with that staff member and ensure the involvement of other pupils.

Prefects' responsibilities include assisting at a variety of School events such as Open Day, Transition Days and the Founder's Day Fête, as well as performing various lunchtime and playground duties.

Each Form has at least one Form Captain, together with Deputies, which allow boys from Year 7 onwards to take on a role of responsibility. They are expected to attend the annual Pupil Conference.



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Peer mentoring - Peer mentoring involves an older pupil, from Years 11- 13, being matched with a younger pupil in order to help that younger pupil overcome difficulties they are experiencing. These may be caused by problems with schoolwork or organisation, family problems or friendship and social issues. Peer mentors meet with their mentees on a regular basis in one-to-one meetings to provide advice and support, to act as a role model and to provide a channel of communication which is an alternative to parents, teachers and external agencies.

Senior boys must apply to become a mentor, and if selected, undergo high quality training which stresses the importance of confidentiality, the teaching of problem-solving skills and includes role play. Each mentor keeps a record of the key points and targets emerging from mentoring sessions, and meets with the mentee's Head of Year every one to two weeks to report on progress. The mentoring process will come to an end when it is felt that progress has been made to improve the younger boy's academic performance or self-confidence, for example; in any event, boys are generally mentored for no longer than one term.

vi) Charities and volunteering

Queen Elizabeth's aims to foster in its pupils a sense of civic and moral responsibility, whereby the boys see the genuine benefits in 'giving something back' to others and the wider world. Many of the School's charity fundraising initiatives are organised through the House system, whereby boys raise money for a charity chosen by them for the academic year; this may be a local, national or international charity. There are further opportunities to become involved in charitable activities through the following:

- The Sai School Appeal: Queen Elizabeth's has supported this rural school in southern India for a number of years;
- The Wings of Hope Achievement Award, run by the Wings of Hope charity, which provides free education for children in the developing world;
- 'The Challenge', a volunteering charity overseen by the National Citizenship Service, which brings people from diverse backgrounds together to work on community projects; the School has been awarded Champion School Status by for encouraging increasing numbers of its pupils to join The Challenge;
- Volunteering forms part of the Duke of Edinburgh Award scheme;
- Every pupil in Year 12 must undertake at least 40 hours of voluntary service during the year, which can be served in a variety of settings such as charity shops, hospices, care homes, schools and conservation organisations.

vii) Social development

Personal Development Time, part of the timetabled curriculum, has a key role to play in boys' social education, focusing on a wide range of personal development topics, such as self-presentation and etiquette, dealing with bullying, exam stress and issues surrounding sex and relationships. Additionally, however, the maturing of our pupils into confident and courteous young men is aided by the cumulative effect

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of all of the enrichment measures outlined above, with each playing their part to develop the boys' social skills over time.

Queen Elizabeth's School organises a number of enrichment activities which specifically help to develop pupils' social polish, poise and sense of ease in a variety of social situations; these skills will be of value as the boys move forward into adulthood, university and the world of work. Such activities include the Year 12 luncheon and the Dinner Debate, where boys become accustomed to the mores of a formal black tie dinner, and collaborations with high-achieving girls' schools, which give pupils the experience of studying in a co-educational environment.

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*LINKED  
DOCUMENTS  
AND  
POLICIES*

- School Priorities for Development 2016 - 2020
  - Governors' Statement of Education
  - Mission Statement
  - Home-School Agreement
  - Charging Policy
  - Health and Safety Policy
  - School Visits Procedure
  - Spiritual, Moral, Social and Cultural Development Policy
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Approved by the Governing Body on 16 June 2016

Signed .....

B.R. Martin, Chairman of the Governing Body